

**Quality Counts**

**Indiana Charter School Program Grant**

**REQUEST FOR PROPOSAL 84.282A**

**2021-2022**

**Final Approved Version**

# Final Due Date: Friday, July 30, 2021 12:30 p.m. ET

## Technical Assistance Opportunities

**Technical  
Assistance Webinar:**

<https://www.doe.in.gov/grants/charter-school-program>

**Submit application and  
budget at:**

<https://form.jotform.com/73124027451952>

|                               |   |
|-------------------------------|---|
| <b>Federal Program Title:</b> | Expanding Opportunities through Quality Charter Schools Program (CSP) to State Entities |
| <b>Federal Agency:</b>        | U.S. Department of Education  |
| <b>State Agency:</b>          | Indiana Department of Education   |
| <b>CFDA Number:</b>           | 84.282A   |
| <b>Award Name:</b>            | Quality Counts FY 20  |
| <b>Award Number:</b>          | <i>U282A170017</i>  |

## Important Dates

**Tuesday June 8, 2021 and Tuesday June 22, 2021:** Technical Assistance Phone appointments. Technical assistance also available by phone appointment throughout the application period.

**Friday, July 30, 2021 at 12:30 PM ET:** Proposal submission due date

**Friday, August 6, 2021:** Start of peer review period

**Friday, September 3, 2021:** Notification of initial awards

**Friday, July 31, 2021 -- Thursday, September 2, 2021:** Pre-Award Cost Period

**Friday, September 3, 2021-- Thursday, September 30, 2022:** Cohort 5 Grant Period

## Purpose of the Grant

Quality Counts emphasizes the opening, expansion, or replication of high-quality charter schools to ensure all students, particularly those from underserved populations, have the opportunity to meet Indiana's challenging academic standards. The funding shall be used to provide financial assistance for planning, program design, initial implementation, expansion, or replication of high-quality public charter schools. The federal funding will be utilized to evaluate the impact of charter schools on student achievement, including the use of state-level and local-level funding. Activities will facilitate the sharing of best practices between traditional public schools and charter schools. The IDOE will support these efforts through extensive technical assistance opportunities, including the strengthening of the charter school authorizing process.

## Eligible Applicants

Indiana state law governs charter schools and charter school authorizers. According to IC 20-24-2-1, a charter school may be established to provide innovative and autonomous programs that serve the different learning styles and needs of public school students, offer appropriate and innovative choices, provide varied opportunities for educators, allow for freedom and flexibility in exchange for exceptional levels of accountability, and provide the community with an expanded opportunity for involvement in the public school system.

Proposals may be submitted to enable applicants to open a new school, expand an existing school, or replicate a high-quality public charter school. Prospective applicants shall utilize the definitions below to determine whether the entity is eligible to apply:

**High-Quality:** Quality Counts emphasizes high-quality charter schools, which are demonstrated by

*New schools wishing to open:*

- 1) Based upon the submitted plan
  - a. A new school applicant will be deemed high quality upon IDOE receipt of their peer reviewer score, which will be compared against the range of scores in that cohort and a threshold score requirement for applicants.
  - b. If a federal accountability rating is available for a school applicant, it will be considered in evaluation of the application regardless of the length of time the school has been open and will be used to determine high-quality.

*Existing schools wishing to expand or replicate:*

*Existing schools wishing to apply for Charter School Program Cohort 5 funding may meet the requirement for high quality through the quality of their application if no federal accountability grade is available for the 2019-2020 academic school year. Therefore, any existing Indiana charter school that wishes to expand or replicate will be considered a high-quality applicant by meeting the below*

*requirements and based upon the submitted plan which will be compared against the range of scores in that cohort and a threshold score requirement for applicants.*

- 1) No significant issues in the areas of student safety, school finance, and operational management, or statutory or regulatory compliance (e.g. least restrictive environment, English learner services); Compliance with this standard will require no open corrective action plans with the IDOE.
  - a. Student Safety
  - b. School Finance
  - c. Operational Management
  - d. Statutory or Regulatory Compliance
- 2) Meeting subgroups needs through success in significantly increasing student academic achievement, including graduation rates for all students served by the charter school and for each of the subgroups of students defined by section 1111(c)(2) of the ESEA (economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency); Compliance with this standard will require the school to not be considered under targeted support & improvement, as defined by Indiana's ESSA plan

***Open and Prepare for the Operation of a New, High-Quality Charter School:*** A developer for a new charter school must have opened within the past three years (Fall 2018 or after) or submitted a complete charter application and plan to open within 13 months. The Cohort 5 Planning grant period is limited to twelve months. Evidence of a new school being developed should be in the form of authorizer meeting minutes documenting receipt or approval of a charter, a school corporation number issued by the IDOE, or documentation of an existing charter modification. Other evidence may be accepted per the discretion of the IDOE. A completed charter application must have been already submitted and be under review by an approved Indiana authorizer.

***Replication of a High-Quality Charter School:*** Replicate means to open a new campus of a high-quality charter school, based on the educational model of an existing high-quality charter school under an additional charter. An applicant applying as a replication must meet the requirements listed under items one and two above.

***Expansion of a High-Quality Charter School:*** Expand means the applying school has experienced a significant increase in enrollment (20% or more student population growth) or has added one or more grades to a high-quality charter school beyond the original charter in the **previous school year**. Anticipated or planned growth does not qualify as an expansion application. The significant increase in enrollment must have taken place in the previous academic year.

***Early Childhood Programs:*** According to the [CSP Guidance on the Use of Funds to Support Preschool Education \(December 2014\)](#), CSP funds may only be used to support Indiana preschools in charter

schools that also provide at least one elementary or secondary grade during the grant period. Charter schools that serve only preschool students may not be supported by CSP funds because preschool is not part of elementary education under Indiana law. Preschool programs are not required to be included in the charter school's approved charter with their authorizer, unless it is required by the authorizer.

Early childhood education programs should be high-quality, or should demonstrate pursuit of high quality status, by participating in Indiana's [Paths to Quality \(PTQ\)](#) assessment and rating system and achieving, or working to achieve, a level 3 or 4 on the childcare quality rating and improvement system. Research shows that high-quality early childhood programs prepare children for future success through a high-quality educational environment. The PTQ system assesses and works to improve the quality of care and education.

The United States Education Department provides the following guidance ([see full document here](#)) on the definition of a high-quality early childhood education program:

*High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum—*

*(a) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;*

*(b) High-quality professional development for all staff;*

*(c) A child-to-instructional staff ratio of no more than 10 to 1;*

*(d) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications as outlined in paragraph (a) of this definition;*

*(e) A Full-Day program;*

*(f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;*

*(g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;*

*(h) Individualized accommodations and supports so that all children can access and participate fully in learning activities;*

*(i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;*

*(j) Program evaluation to ensure continuous improvement;*

*(k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and*

*(I) Evidence-based health and safety standards.*

In order to meet the definition of a charter school under section 310(1) of the ESEA, the preschool or any other charter school shall not charge tuition for any students within the school for any part of the day. The school may charge reasonable curricular fees. If the school charges curricular fees, there must also be a process for students who qualify as free and reduced lunch students to be given tuition assistance for these curricular fees.

Early Childhood programs must be a site that will offer preschool or pre-kindergarten directly through the charter school, and include at least one grade in Kindergarten through 3<sup>rd</sup> grade. (Early Learning is defined as birth through age 8). A charter school may use their approved Charter School Program award funds to pay a third party vendor to operate a tuition-free preschool program on the school site.

Charter schools must be able to demonstrate that the pre-school and its staff are integrated into the school staff and culture, through examples just as:

- Joint Professional Development
  - Same school culture and expectations
  - Same program model
  - Co-housed in the same building/location
- Charter schools may NOT use CSP funds to pay for preschool related costs if the preschool program charges tuition.

**Postsecondary:** Refers to secondary charter schools (e.g. high schools) that promote a focus on college and career readiness programs for their secondary students, such as dual credit, international baccalaureate, advanced placement, or career and technical education are eligible to apply, if the school meets the above definition of a high-quality charter school program. Post-Secondary education is considered to be grades 9 through 12.

**Rural:** The charter school must be located in a rural local code, as defined by the U.S. Department of Education. If you are a new charter school and do not yet have a rural designation by the U.S. Department of Education or the Indiana State Department of Education, we will use the local education agency in which the charter school is located.

## Availability of Funds

The Cohort five grant period will only be one thirteen-month period. Applicants may submit a proposal for either a planning year grant, or an implementation year grant.

Cohort 5 applicants that are opening a school in 2022-2023 school year are ONLY eligible for the Planning Grant. Cohort 5 applicants that are opening a school in the 2021-2022 school year are ONLY eligible to apply for the Implementation grant. Cohort 5 applicants must have a school that is open and in operation in the 2021--2022 school year in order to qualify to apply for the Implementation Grant.

The pre-award cost period, for approved applicants, will be July 30, 2021--September 2, 2021.

Applicants applying for a planning grant may request a maximum of \$300,000. Applicants applying for an implementation grant may request a maximum of \$900,000. The maximum award to a subgrantee shall be a total of \$900,000, for no more than one thirteen-month period, in addition to the pre-award cost period if applicants choose to submit eligible budget items for this period as well. For the Cohort 5 grant, the planning period shall be no more than thirteen months. The planning period ends at the end of the business day before the first day of school.

The funds must be provided within a proposed budget and be considered reasonable and necessary in light of the goals and objectives of the proposed project. Any activities not considered reasonable and necessary will be removed from the final approved budget and the department shall work with the grantee to modify the budget OR reduce the total award accordingly.

If an applicant wishes to be approved for pre-award cost budget items, they must clearly indicate these items in their budget. Pre-Award costs are subject to IDOE review and are NOT guaranteed to be approved for reimbursement. Pre-award cost expenditures are at the grant applicant's risk.

Spending is done at the applicant's own risk until the budget is formally approved by the IDOE and an executed contract between the grantee and the Indiana Department of Education is completed.

The IDOE expects to award between 10 to 15 subgrantees each year. For Cohort 5, the grant project period is thirteen months for all eligible applicants, both those who take the grant as a planning grant, and those who take the grant as an implementation grant. Grantees may not receive more than one subgrant under this federal grant award program.

A charter school that previously received CSP funds for the opening or replication of a high-quality charter school is not eligible to receive funds from this grant for the same or a substantially similar purpose. However, a charter school may be eligible to receive funds to expand beyond its original grades if the school is a high-quality charter school. A charter school may not have more than one Quality Counts subgrant at a time but does not affect their eligibility for additional technical assistance opportunities offered through the Quality Counts grant.

The project period for each subgrantee shall be no more than the thirteen-month grant project period. At the conclusion of the grant period, the subgrantee shall submit all required documentation, including the annual performance report and financial expenditure report. Satisfactory progress toward meeting the goals and objectives stipulated within the grant will be required in order to remain in good standing and compliance with grant guidelines and requirements.



Actual award amounts are contingent upon the receipt of federal funding, availability of current funding levels, and the quality of the submitted grant, and the costs that are budgeted being reasonable, allowable, and allocable.

## Use of Funds

Allowable activities that may be supported by CSP funds shall include one or more of the following:

- 1) Preparing teachers, school leaders, and specialized instructional support personnel, including through paying costs associated with
  - a. Providing professional development; and
  - b. Hiring and compensating, **ONLY** during the eligible applicant's planning period (no more than the grant period) specified in the application for funds for one or more of the following
    - i. Teachers
    - ii. School leaders
    - iii. Specialized instructional support personnel, such as special education or English learner teachers
- 2) Acquiring supplies, training equipment including technology, and educational materials (including development of materials)
- 3) Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction). Minor repairs and renovations must not increase the value of the property and may only qualify if they help the building meet structure codes and regulations as dictated by state or federal law. Renovations must be approved in writing by the IDOE and can only date back to the approval date of the application.
- 4) Providing one-time, startup costs associated with providing transportation to students to and from the charter school
- 5) Further guidance regarding the use of funds can be found in the [CSP Nonregulatory Guidance](#), specifically in sections D-2 through D-5 and the [US Department of Education's ESSA Flexibility Frequently Asked Questions \(FAQ\) from December 2017](#).
- 6) Pre-Award Costs incurred by charter school program grant applicants will be considered for RAN (reasonable, allocable, necessary) qualification, and IF approved after an IDOE review, may be approved for reimbursement through grant funds. There is no guarantee that pre-award costs will be approved for reimbursement. All pre-award costs are at the risk of the applicant/grantee. Pre-award costs incurred between July 30, 2021 through September 2, 2021 will be considered for approval and reimbursement for awarded grantees.

In accordance with [CFR 200.458](#), all requested pre-award cost funds must be provided within a proposed budget and be considered reasonable and necessary in light of the goals and objectives of the proposed project. Justification of all costs provided within the budget narrative will serve in making all reasonable,

allowable, and allocable decisions.

## Monitoring

The department will utilize a risk assessment tool to determine the depth and breadth of monitoring required for subgrantees (CSP grant recipients). Subgrantees are expected to participate in all technical assistance, monitoring, and reporting elements as a condition of receiving the funds. Dependent upon the results of the risk assessment, subgrantees may participate in:

**Desktop Review:** Subgrantees shall submit documentation of progress toward meeting specific goals and objectives listed within the grant through the annual performance report. Additionally, personnel reports of staff funded through the grant and an annual financial expenditure report shall be submitted.

**Onsite Visit:** IDOE staff shall conduct an onsite visit to identify progress toward meeting specific goals and objectives listed within the grant and the annual performance report. IDOE staff will review educational programming through classroom observations, interviews with staff, and a review of policies and procedures. Additionally, IDOE staff shall audit financial records to ensure appropriate evidence of expenditures and record keeping.

Subgrantees that do not receive satisfactory reports and fail to address corrective actions shall be considered for non-renewal of further awards and may be subject to further sanctions including re-payment of CSP grant funds.

## Requirements

Participating charter schools shall agree to comply with the same federal and state audit requirements as other elementary and secondary schools in the state. Schools shall meet all applicable federal, state, and local health and safety requirements while operating in accordance with Indiana state law. Each school shall have a written performance contract with the charter school authorizer that includes a description of how student performance will be measured on state assessments.

Each charter school project leader and board president shall sign further assurances stipulated within the grant in order to participate in the CSP project.

**Enrollment Policy:** Participating schools shall admit students on the basis of a lottery if more students apply for admission than can be accommodated. Schools may also satisfy this requirement by participating in Enroll Indy. Children who are enrolled in the immediate prior grade shall be automatically enrolled in the following grade level. In addition to preference for students already enrolled in a charter school, Indiana Code 20-24-5-5 provides that a charter school may give enrollment preference to children of the charter school's founders, governing body members, school employees, and preschool students who attended at least a Level 3 or 4 Paths to Quality preschool in the same charter school. In accordance with Indiana code IC 20-24-5-5, students who qualify for free and reduced lunch may also be given preference in school admission if the preference is specifically provided for in

the charter application and approved by the charter school's authorizer. In order to meet the federal definition of a charter school, the preference must be slight, as determined and approved by the IDOE for federal grant purposes, and must be clearly defined in the charter application and school enrollment policy. No additional preferences may be provided for children outside of the descriptions above. In order to receive Quality Counts CSP funds, the preference in weighted criteria given to children of founders or employees must be limited to 10% of the charter school's total student population.

**Tuition and Fees:** Students shall be admitted at no-cost, including those enrolled in early childhood education or postsecondary education programs. Schools may charge reasonable curricular materials if the school participates in the textbook assistance program to ensure no barriers exist to enroll low-income children.

Under no circumstances may a family's ability to pay for curricular materials impact a student's enrollment or attendance in a charter school. Under Indiana Code 20-33-5-11, a charter school may not withhold curricular materials and supplies, require any special services from a child or deny the child any benefit or privilege because the parent fails to pay required fees.

## Technical Assistance

The important dates listed within the application are provided to ensure all potential applicants receive adequate technical assistance to submit a high-quality proposal. Additional guidance may also be found in the [Nonregulatory Guidance for CSP funds](#), however this document is in the process of being updated. Technical Assistance meetings will be available on Tuesday June 8, 2021 and Tuesday, June 22, 2021 and may be scheduled by e-mailing Charter School Specialists, Beatriz Pacheco at [bpacheco@doe.in.gov](mailto:bpacheco@doe.in.gov) or Amreen Vora at [avora@doe.in.gov](mailto:avora@doe.in.gov). If further opportunities for technical assistance are needed prior to, or beyond these dates, then the prospective applicant may email the IDOE Charter School Specialists, Beatriz Pacheco at [bpacheco@doe.in.gov](mailto:bpacheco@doe.in.gov) or Amreen Vora at [avora@doe.in.gov](mailto:avora@doe.in.gov) to schedule a phone appointment.

## Submission Process

Submit the full application and budget by the submission due date of Friday, July 30, 2021 at 12:30 p.m. ET, through the [on-line portal](#). A team of expert peer reviewers will utilize the peer review rubric to determine the successful applicants. Submission of a grant application does not guarantee funding, as the application is competitive. Once an application has been approved, then further documentation will be required to process the application, including evidence of tax clearance and registration with the Indiana Department of Administration, and the Secretary of State.

**Applications must be submitted in PDF format only. Budget Documents must be submitted in excel format only. No other document types will be accepted.**

**Quality Counts:**  
**Indiana Charter School Program Grant Application**  
 2021--2022

**Applicant Entity:**

|  |   |
|--|---|
| Contact Person for Grant:  | Title:  |
| Total Grant Funds Requested:<br><br>Planning Year:            (If applicable) (Maximum of \$300,000 total grant award)<br><br>Implementation Year 1:    (Maximum of up to \$900,000)<br><br><p style="color: red; font-size: small;">*Applicants may only include one year of funding. If the applicant is applying for a planning grant, the maximum is \$300,000. If the applicant is applying for an implementation grant, the maximum is \$900,000.<br/>         *Cohort 5 applicants that are opening a school in 2022-2023 school year are ONLY eligible for the Planning Grant. Cohort 5 applicants that are opening a school in the 2021-2022 school year are ONLY eligible to apply for the Implementation grant. Cohort 5 applicants must have a school that is open and in operation in the 2021--2022 school year in order to qualify to apply for the Implementation Grant.</p> |   |
| Application to: (check one)<br>Open            Expanded            Replicate<br>School to Expand: _____<br>School/Model to be Replicated: _____  | Expected Date School will Open, Expand, or Replicate: |
| Charter Authorization Approval Date:<br>If not approved, please check Pending: <input type="checkbox"/><br>Indicate date on which charter application was submitted:   | Charter Application Renewal Date:                     |
| Have you submitted a charter application for authorizer approval to more than one IN authorizer agency within the past three years?<br>Yes: <input type="checkbox"/><br>No: <input type="checkbox"/><br>If YES, please list to which authorizing agencies the applicant has submitted a charter application. Please provide the date of application and indicate approval or denial status, as applicable:   |   |
| Proposed Charter School Address:   |   |
| Applicant Address (if different than proposed address):  |   |
| Applicant Telephone:   | Applicant Email:                                      |
| <b>Fiscal Contact</b>  |   |
| Fiscal Manager:  | Title:  |

|            |        |
|------------|--------|
| Telephone: | Email: |
|------------|--------|

| Charter School Board Contact Information  |                                       |
|---|---------------------------------------|
| 1. Board President:   | 2. Email:                             |
| 3. Board President Address:   |                                       |
| Authorizer Contact Information  |                                       |
| 1. Authorizing Agency:  | 2. Authorizing agency contact person: |
| 3. Authorizing agency contact telephone:  | 4. Authorizing agency contact email:  |
| 5. Authorizing agency address:  |                                       |
| <p><b>20 U.S.C. § 5203(d)(3)</b> requires all Charter School Program (CSP) grant applications must be provided to the charter school authorizer and the authorizer must verify that the CSP applicant has notified them of application submission. Signature by the designated authorizer official indicates that the CSP grant application is supported by the proposed charter school authorizer.</p> <p>If the applicant is currently in the process for authorizer approval, the signature below does not indicate that the prospective charter school's application to the authorizer will be granted.</p> <p>Charter school applicants without an approved charter at the time of submission will not be able to access funds until the IDOE receives authorizer notification of an approved charter. Deviation from the timeline or the activities in the approved grant is grounds for forfeiture of the CSP funds.</p> |                                       |
| _____<br>Authorizer Official Printed Name   | _____<br>Title                        |
| _____<br>Signature  | _____<br>Date                         |

## Assurances

Each participating subgrant recipient does hereby agree to comply with the following assurances (please check each box by clicking inside the box).

- ☐ 1. Subgrant funds will be expended during the specified grant period; standard accounting procedures will be utilized by subgrant recipients and records of all subgrant expenditures will be maintained in an accurate, thorough, and complete manner.
- ☐ 2. Subgrant recipients confirm their understanding that funds for implementation activities will be awarded only if they are an open and operating school or have submitted an application to a charter school authorizer and plan to open within 13 months.
- ☐ 3. Subgrant recipients will participate in all data reporting and evaluation activities as requested or required by the U.S. Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the Indiana Department of Education, annual, independent audits required by the state board of accounts that are publicly reported and include financial statements prepared with generally accepted accounting principles, annual reports, and a final expenditure report for the use of subgrant funds. This section includes participation in any federal or state funded charter school research or evaluations. Failure to submit required information may result in a withholding of grant funds or a non-renewal of subsequent year funding within the project period.
- ☐ 4. Subgrant recipients will expend implementation funds only for the purpose of implementation activities in a charter school which is nonsectarian in its programs, admissions, policies, employment practices, and all other operations, and which will be in compliance with all Indiana laws and administrative rules regarding staff certification and licensure.
- ☐ 5. Subgrant recipients will comply with all federal laws including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Part B of the Individuals with Disabilities Education Act, and Uniform Grants Guidance (2 CFR § 200). This section requires each charter school to recruit, enroll, retain, and meet the needs of all enrolled students, including children with disabilities and English learners.
- ☐ 6. Subgrant recipients will comply with all state and local laws and health and safety requirements applicable to Charter Schools, including but not limited to all laws related to student admissions and enrollment, non-discrimination, data reporting, compulsory student attendance, and accountability.
- ☐ 7. Subgrant recipients will comply with all provisions of the Public Charter Schools Program of the U.S. Department of Education, including compliance with activities allowable for implementation funds. This section requires compliance with the [ESEA, specifically section 4303, which begins on page 246](#), in

the hyperlinked document.

☐ 8. Subgrant recipients ensure that the Charter School will receive funds through programs administered by the U.S. Department of Education under which funds are allocated on a formulary basis.

☐ 9. Subgrant recipients shall include important information on the website of the school to help parents and the community to make informed decisions about the education options available to their children, including information on the educational program, student support services, parent contract requirements (including any financial obligations or fees and information regarding textbook assistance), and enrollment criteria. This section requires the school to provide annual performance and enrollment data for the student body and subgroups of students to the IDOE in order to display on its public database.

☐ 10. It is the responsibility of each charter school that receives funds under this grant to comply with all required federal assurances. Any charter school that is deemed to be in noncompliance with federal or state statute and fails to address areas of noncompliance will not be funded. Funded schools will be expected to cooperate with the Indiana Department of Education in the development of certain reports to meet state and federal guidelines and requirements. Funded projects will be required to maintain appropriate fiscal and program records. Funded schools will be required to participate in desktop and on-site monitoring activities. If any findings of misuse of funds are discovered, project funds must be returned to the Indiana Department of Education. **The IDOE may terminate a grant award upon thirty days' notice if it is deemed by the Indiana Department of Education that the school is not fulfilling the funded program as specified in the approved project or has not complied with the signed assurances.**

☐ 11. The applicant agrees that in order to receive funds from the FY 2020 CSP funds, they must have an approved charter granted to them by an authorizing body by the time of the anticipated beginning of the planning year or implementation year provided in the grant.

☐ 12. I hereby certify the plans for safe school and emergency preparedness for the school corporation have been reviewed and revised if necessary, as required by Title 511 IAC 6.1-2-2.5 of the State Board of Education rules. I certify that the school leader has submitted evidence to the state via <https://www.doe.in.gov/safety/safe-schools-and-emergency-preparedness-planning-certification-form> to indicate that such a plan is in place. Plan has been included as an appendix in the application. Evidence of submission of the plan is the confirmation of receipt e-mail sent to the applicant by the Office of School Building Safety. (Schools not opening this academic year, but the next academic year, are exempt from attaching this in their application.)

For more information about developing a safety plan, please contact the School Building Safety and Security Department at the IDOE, Steve Balko, Director, [sbalko@doe.in.gov](mailto:sbalko@doe.in.gov) and Ryan Stewart, School Safety Academy Specialist, [rstewart@doe.in.gov](mailto:rstewart@doe.in.gov).

☐ 13. Subgrant recipients understand that including a pre-school as a part of their CSP funded grant and

school program model generates the obligation to pursue and/or maintain high-quality status for their early childhood program and be able to demonstrate how the program meets high quality standards and what activities are currently being conducted to pursue/maintain high quality status in alignment with the state and federal definition of high quality in this grant’s guidelines.

I have read the above and agree to all terms and assurances.

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Signature of Project Contact

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Date Signed

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Signature of Board President

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Date Signed



| Grade Levels to be Served  |  |                              |
|--|--|------------------------------|
| Please describe the projected enrollment for the school for each year below. This projection should be in alignment with what is submitted to the school's authorizer.   |  |                              |
| Year (of Grant Implementation)   | Grade Levels                               | Projected Student Enrollment |
| Planning Year 0  | N/A  | N/A                          |
| First Year   |  |                              |
| Second Year  |  |                              |
| Third Year   |  |                              |
| Fourth Year  |  |                              |
| Maximum  |  |                              |
| Student Demographics   |  |                              |
| <i>indicate if actual or expected percentage of total student population</i>   |  |                              |
|  | Actual                                     | Expected                     |
| Free/Reduced Price Lunch:  | Special Education:                         | English Learners:            |
| Black:   | Native Hawaiian or Other Pacific Islander: | Hispanic:                    |
| American Indian:   | Multiracial:                               | Asian:                       |
| White:   | Male:                                      | Female:                      |
| Grant Requirements   |  |                              |
| <p><b>Expanded and Replicating Schools High Quality Determination</b></p> <p><input type="checkbox"/> The applicant confirms that they are an expanded school applicant as evidenced by a 20% or more increase in student population, or the addition of one or more grade levels in the school. (If not applicable, leave blank).</p> <p><input type="checkbox"/> The applicant confirms that they are replicating a high-quality school model, as evidenced by the school whose model they replicating having a state Accountability grade of A or B and/or a federal rating of Exceeds or Meets, if available. (If not applicable, leave blank).</p> <p>As an Expanded or Replicating School applicant, a federal rating of Exceeds Expectations or Meets Expectations, if available, can be confirmed: <input type="checkbox"/></p> <p>N/A: <input type="checkbox"/></p> |  |                              |

No Significant Issues as demonstrated by no open corrective action plans with the IDOE in the following areas:

School Safety: ☐

School Finance: ☐

Operational Management: ☐

Statutory or Regulatory Compliance: ☐

English Learners: ☐

N/A: ☐

By checking the box the expanding or replicating applicant confirms they are meeting subgroup needs: ☐

**Compliance with this standard demonstrated by the school not being considered under targeted support & improvement as defined by Indiana's ESSA plan.** ☐

N/A: ☐

***By checking the box, as a developer of a new, high-quality charter school*** I confirm that the school has opened within the past three years (Fall 2018) or submitted a charter application and plans to open within 13 months. ☐

N/A: ☐

If the applicant is applying for one of the competitive priorities, the applicant confirms that they meet the requirements listed in the instructions for:

Early Childhood Program: ☐

Post-Secondary Program: ☐

Rural Locale: ☐

N/A: ☐

| COHORT FIVE  |                                      |                           |
|--|--------------------------------------|---------------------------|
| CSP Quality Counts Grant Applications Released<br>December 7, 2020                             |                                      |                           |
| CSP Quality Counts Cohort 4 Application Due<br>July 30, 2021                                   |                                      |                           |
| Preliminary Award Notification<br>September 3, 2021  |                                      |                           |
| CSP Grant Breakdown by Year  | Fund Expenditure Date Range          | Funding Requested By Year |
| Pre-Award Cost Period  | July 30, 2021--September 2, 2021     |                           |
| <b>YEAR 1</b><br><b>(Planning Or Year 1 Funds)</b><br>*Planning Year is a maximum of 13 months | September 3, 2021—September 30, 2021 |                           |
| <b>Total</b>   |                                      | *Maximum: \$900,000       |

\*Planning Year funds will be from September 3, 2021 through the last business day before the first day of school with students in 2022.

| Charter School Program Areas Contacts   |  |
|---|--|
| Students with Disabilities:             | Contact Name:<br>Email:<br>Phone Number: |
| English Learners (including Title III): | Contact Name:<br>Email:<br>Phone Number: |
| Title I, Part A:                        | Contact Name:<br>Email:<br>Phone Number: |
| Title II, Part A:                       | Contact Name:<br>Email:<br>Phone Number: |

| Management Organization Information |
|-------------------------------------|
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## **Optional Elements: Competitive Preference Priorities (up to 3 additional points)**

Applications that address early childhood programs, postsecondary education, or rural area locations will receive preference points when applications are scored. Please see above instructions for guidance on qualifying for one of these three competitive preference points.

Applicants may use adapted or direct content from their charter application submitted to an Indiana authorizer; however, all answer content must be included in the response area for this question. Applicants may not reference pages in their charter application or other appendices as a substitute for responses provided below. Appendices may be referred to for additional context to the applicant's answer for each question as appropriate. Appendices will not inform the rubric score on the below questions.

Clearly label your responses by section and question number for scoring purposes.

CPP1: Provide an overview of the early childhood, postsecondary, or rural area model, the expected targets and outcomes, and how the expected targets and outcomes, supported by qualitative or quantitative data or specific measurable and accessible goals, will impact one or more of the unique populations targeted in this section. Rural area models must be in a rural local code, as defined by the U.S. Department of education. **Two-page limit for optional elements.** Indicate areas of focus:

1.       Early Childhood  
          Postsecondary  
          Rural Areas

## Required Elements

In order to streamline the application process and to ensure that the application does not duplicate efforts from the charter application to the charter school authorizer, applicants may use adapted or direct content from their charter application submitted to an Indiana authorizer, however, all answer content must be included in the answer to the question. Applicants may not reference to pages in their charter application or other appendices as a substitute for answers. Appendices may be referred to for additional context as appropriate.

Thirty-page limit for required element responses. Page limit does not include appendices or budget.

Clearly label your responses by section and question number for scoring purposes.

1. Provide an overview of the project, including the **vision of the charter school** and expected outcomes aided by the CSP funds.

1a) Describe the vision of the charter school.

1b) Describe the particular need for the school within the specific community, and the communication plan to the community about the charter school.

1c) Describe the curriculum framework to be used in the school, including the key evidence-based instructional practices and the research base that guides curriculum development.

1d) Describe the specific strategies that will be used to support all students in meeting or exceeding Indiana Academic standards. Include how the educational program will be innovative, unique, and enable all students, including students with disabilities and English learners, to meet or exceed Indiana's challenging academic standards.

1e) Describe how the school will develop 21<sup>st</sup> century skills or prepare students to be college and career ready in future postsecondary and workplace environments.

1f) Describe how the school will sustain activities when CSP funds are no longer needed (use to inform your sustainability budget year)

2. Provide an overview of the **expertise of the charter school developer(s)** to open, replicate, or expand the high-quality charter school.

2a) Identify the key personnel involved in the development and describe their previous experience.

2b) If selecting to replicate or expand a high-quality school, provide data and analysis that clearly demonstrates the model replication or expansion will deliver strong academic growth and student achievement while displaying no significant issues in operational management (student safety, school finance, or statutory/regulatory compliance) The analysis must reference the school's latest APR report from IN View.

If applying for funds for a new school, please provide data, research, and analysis that support your new school's model and how it will deliver strong academic growth and achievement. Please present your plan for preventing issues in operational management, school safety, school finance, and statutory/regulatory compliance.

3. Provide an overview of the **charter school goals**.

3a) Describe 3-5 specific, measurable goals to address the academic outcomes of all students that are specifically related to activities within the *Quality Counts* CSP grant and the methods for which the goals will be measured. This must include student achievement data from the state content assessment.

3b) Describe how the school will ensure all stakeholders, including staff, students, and community are aware of the school's goals.

4. Provide an overview of how the charter school expects to accomplish the goals stated in section 3 with the **use of the CSP funding**.

4a) Provide a budget narrative to address each year's anticipated spending plan and provide an explanation for how each year's budget plan is aligned with the outcomes proposed in the grant and the school's program model. Please provide a justification for requesting each pre-award cost (if applicable) in the budget narrative. The pre-award cost period is July 31, 2021--September 2, 2021. (Please see additional details on pre-award costs in the grant guidelines section). Please be sure to include and clearly delineate in the budget sheet any pre-award cost budget requests. In the budget sheet, please include a detailed line item budget. Sufficient detail must be provided in the line item budget to explain each requested item.

4b) Describe the school's sustainability plan after the grant expires.

4c) In the budget worksheet, please itemize costs within each category by year and include enough details for the peer reviewer to make a RAN (reasonable, allocable, and necessary) determination.

5. Provide an overview of the charter **school governance plan and administrative relationships**.

5a) Describe the governance structure of the school, including any partnerships with Educational Management Organizations (EMOs) or Charter Management Organizations (CMOS) and why they were selected.

5b) Describe how the school operates by explaining how the charter school leaders are empowered to make daily decisions, and how staff within the school organization work together.

5c) Describe the process to select board members.

5d) Describe the governance training for board members, current and prospective.

5e) If applicable, describe the relationship between the charter school leadership, governing board, or authorizer with the chosen service providers to ensure no apparent or real conflict of interest would be involved, per (EDGAR) § 74.42.

Please indicate “N/A” if no service provider is utilized.

5f) Describe how the charter school will ensure timely and accurate data submission for State and federal reporting requirements.

6. Provide an overview of the **student recruitment and admissions process**.

6a) Describe the school’s recruitment plan, and compliance with Indiana Code 20-24-5.

6b) Describe the public lottery process that will be conducted when more students apply than be accommodated.

7. Provide an overview of how the charter school will **meet the needs of educationally disadvantaged students**.

7a) Describe how the school will comply with state and federal law to deliver appropriate services to meet the needs of students with disabilities, low-income students, English learners, homeless, and neglected & delinquent students.

8. Provide an overview of the community outreach activities.

8a) Describe how parents and the community are involved in the planning and design of the charter school for a newly opening school.

8b) For a school that is expanding or replicating, provide an overview and evidence of community outreach activities.

9. Provide an overview of the **fiscal management plan**.



- 9a) Describe the internal controls over expenditures and how records will be maintained
  - 9b) Describe the process for managing this particular grant, including decision-making process, creation of the budget, and how items purchased are tracked. Schools working with an external provider must affirm that the charter school leaders are responsible for all aspects of the grant management.
  - 9c) Describe how other state and federal funds will support the effective operation of the school or student achievement, including paying for staff and other related costs beyond initial startup costs support by the CSP grant
10. Provide an overview of the **facilities** to ensure they are safe, secure, and sustainable.
- 10a) Describe the school's facility plan, including how the student enrollment and other available funding will meet the facility needs
  - 10b) Describe how the charter school has considered the transportation needs of the school's students and provide an overview of the transportation plan

| Required Appendices  |  |
|--|--|
| <p>A) Charter Application to Authorizer (New, Replication) or Amendment to Existing Charter (Expansion)</p> <p>-Any approved amendments to the charter application with the Authorizer</p> <p>- Signed charter contract between school and authorizer (if available)</p> | Attached: <input type="checkbox"/>   |
| <p>B) Budget worksheet (<a href="#">Cohort 5 Budget Sheet</a>)</p> <p>*The Cohort 5 Budget template sheet is available in excel format on the CSP webpage (hyperlinked above) in the Cohort 5 drop-down menu</p>   | Attached: <input type="checkbox"/>   |
| <p>C) 2018-2019 Expanded Annual Performance Report (if applicable) or most recent available</p> <p><i>Available on IN View</i></p>   | <p>Attached: <input type="checkbox"/></p> <p>N/A: <input type="checkbox"/></p> |
| <p>D) Proof of non-profit status of the governing board of the charter school or proof that the application for such status has been made. Please attach federal nonprofit designation of 501c(3)</p>  | Attached: <input type="checkbox"/>   |
| <p>E) Enrollment or student admissions policy</p>  | Attached: <input type="checkbox"/>   |
| <p>F) Agreement or contract between the charter school governing body and the management organization (if applicable)</p>  | Attached: <input type="checkbox"/> N/A: <input type="checkbox"/>               |
| <p>G) School's discipline policy. Statute requires discipline policies that promote retention and reduce the overuse of discipline practices that remove students from the classroom</p>   | Attached: <input type="checkbox"/>   |
| <p>H) School Safety Plan: Schools must attach their school safety plan. Evidence of submission to the State Board of Education must be submitted, in the form of the e-mail confirmation receipt upon submission.</p>  | Attached: <input type="checkbox"/>   |